



# STUDENT INTERNSHIP PROGRAM

## Performance Conduct and Feedback Tool

### Purpose

This tool serves to: (1) document what the student is expected to do, (2) advise the student on how well he/she is performing, and (3) ensure meaningful work that is directly tied to the Agency's mission and strategic goals. The purpose of this tool is to provide an avenue for supervisors to document student performance, and to give students useful feedback on their work performance. Supervisors are encouraged to use this feedback tool to communicate expectations and provide feedback to their student interns.

### Communicating Expectations

Communication between the supervisor and the student is an essential element of effective performance feedback. Supervisors should communicate and clarify performance expectations at the beginning of the student's appointment. Performance expectations must be communicated to student before they may be held accountable for them. Supervisor must address with the intern what developmental opportunities are offer as part of the internship program.

Supervisors and students should sign and date the designated block on page 5 to document discussion of performance expectations. The student is provided a copy of the tool to use as a point of reference throughout the appointment period.

### Strategic Alignment

All employee performance plans must align with the Department, Agency, and/or Staff Office goals and objectives. The performance plan must include at least one results-oriented performance element linked to the strategic goals and objectives of the organization such as Mission Results. Employee performance plans must include balanced, credible measures of performance for each performance element and identify the accomplishment of organizational objectives.

### Final Review

Supervisors should provide a final review of the student's performance at the end of their internship.

### Mission-Related Assignment(s) and Project(s):

#### Part I (Project/Assignment) - supervisor must identify the following information:

Project/Assignment #1:

Result Oriented Performance Goal:

Aligned with Agency/Departmental Strategic Goal:

Performance Measure(s):

#### Part II (Review) - supervisor must select the overall performance rating:

Excellent = 5

☐

Good = 4

☐

Satisfactory = 3

☐

Fair = 2

☐

Unsatisfactory = 1

☐

Comments:

### USDA Strategic Goals and Management Initiatives

#### Strategic Goals:

- 1 Assist rural communities to create prosperity so they are self-sustaining, repopulating, and economically thriving.
- 2 Ensure our national forests and private working lands are conserved, restored, and made more resilient to climate change, while enhancing our water resources.
- 3 Help America promote sustainable agricultural production and biotechnology exports as America works to increase food security.
- 4 Ensure that all of America's children have access to safe, nutritious, and balanced meals.

#### Management Initiatives:

- 1 Engage USDA employees to transform USDA into a model agency.
- 2 Provide civil rights services to Agriculture employees and customers.

3	Coordinate outreach and improve consultation and collaboration efforts to increase access to USDA programs and services.
4	Leverage USDA Departmental Management to increase performance, efficiency, and alignment.
5	Optimize Information Technology (IT) policy and applications.
6	Optimize USDA "green" or sustainable operations.
7	Enhance USDA homeland security and emergency preparedness to protect USDA employees and the public.
8	Enhance the USDA Human Resources process to recruit and hire skilled, diverse individuals to meet the program needs of USDA.

### Agency Strategic Goals and Management Initiatives

The USDA Strategic Goals and Management Initiatives are stated above. Agencies may indicate their relevant Strategic Goals and Management Initiatives in the space provided below.


<b>Appointment Dates:</b>		<b>Intern's Name:</b>	
<b>From:</b>	<b>To:</b>	<b>Supervisor's Name:</b>	
		<b>Supervisor's Email:</b>	
<b>Supervisor's Phone:</b>			

### Student Program Identification

1. SCEP (1890 Scholar, 1994 Scholar, Public Service Leader Scholar)	<input type="checkbox"/>	4. Third Party Internship Providers (WINS, HACU, CAPAL, Student Conservation Association)	<input type="checkbox"/>
2. STEP	<input type="checkbox"/>		
3. Unpaid Internships	<input type="checkbox"/>	5. Other (explain below)	<input type="checkbox"/>

### Agency Identification.

AMS	APHIS	ARS	DM	ERS	FAS	FNS	FS	FSA	FSIS	GIPSA	NASS	NIFA	NRCS	RD	RMA	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Using the rating scale below, please rate the intern's performance in the following areas:

5	<b>Excellent =</b>	Exceeded expectations. The student produces an exceptional quality and quantity of work significantly ahead of established schedules or deadlines and with very little or no supervision.
4	<b>Good =</b>	Met and exceed expectations. The student produces a very high quality and quantity of work ahead of established schedules or deadlines and with minimal supervision.
3	<b>Satisfactory =</b>	Met expectations. The student produces the expected quality and quantity of work and meets schedules or deadlines for completion of work.
2	<b>Fair =</b>	Minimally met expectations. Schedules and deadlines are only met because of close supervision.
1	<b>Unsatisfactory =</b>	Did not meet expectations. Schedules and deadlines not met even with close supervision.

I. Professionalism and Conduct.	Rate	III. Quality of work.	Rate	IV. Interpersonal Skills.	Rate
1. Attendance	<input type="checkbox"/>	1. Attention to detail	<input type="checkbox"/>	1. Rapport with others	<input type="checkbox"/>
2. Initiative	<input type="checkbox"/>	2. Productivity	<input type="checkbox"/>	2. Active Listener	<input type="checkbox"/>
3. Judgment	<input type="checkbox"/>	3. Planning and organization	<input type="checkbox"/>	3. Cooperation	<input type="checkbox"/>
4. Punctuality	<input type="checkbox"/>	4. Research and analysis	<input type="checkbox"/>	4. Leadership	<input type="checkbox"/>
5. Reliability/Dependability	<input type="checkbox"/>	5. Comments:		5. Comments:	
6. Teamwork	<input type="checkbox"/>				
7. Comments:					

V. Communications.	Rate	From scale of 1 to 2, 1 = Return and 2 = No return, make your selection.	
1. Oral communications	<input type="checkbox"/>	VI. Recommendations	Rate
2. Written communications	<input type="checkbox"/>	1. Return	_____
3. Teamwork	<input type="checkbox"/>	2. No Return	_____
4. Comments:			

**VII. What do you perceive to be the student's strengths that will assist him/her in future work assignments? Explain in block below.**

**VIII. Documentation (Students are required to comment about the internship experience).**

Intern's Name		Supervisor's Name	
Intern's Signature:	Date (Start)	Supervisor's Signature	Date (Start)
Intern's Signature	Date (End-review)	Supervisor's Signature	Date (End-review)

**IX. Comment Area.**

Supervisor (Overall Rating and Comments):	Intern (Overall Comments):

**Copy 1:** For the Student      **Copy 2:** For the Supervisor      **Copy 3:** For the Student Coordinator/Program Manager

Supervisor and Student Coordinators/Managers should retain copies of this document for one year after the final date of signature in block 8.

\* The student's signature indicates agreement with the performance conduct and feedback results.